**ELA 10 Proposed Literature for Modules**

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| **ELA A 10** | **The Challenges of Life (Explaining the World Through our Foundational Stories; Destiny and Challenges of Life; Human Existence; Decisions)**  Foundational stories are ways of making sense of life, of examining our past, of understanding our present and of envisioning our future. Fate and destiny may play a role in our lives. Wherever we go, **we meet life’s challenges**. As we meet those challenges, we **develop the qualities that enable us to grow**, and we anticipate other critical challenges we may encounters. **Challenges benefit both society and each individual**; for without challenges, neither society not the individual can move forward. Every challenge a society encounters **provides opportunities for that society to examine issues, to foster the exchange of ideas, and to explore ways to rise to the challenge**. The challenges we encounter lead us to **examine our existence** and to **make decisions** that shape our society and ourselves. The world influences us, and we, in turn, influence the world.  ***Possible Literature to be used to meet Outcomes and Indicators:***   |  |  |  | | --- | --- | --- | | **Title** | **Author** | **Genre** | | *Alive: Story of the Andes Survivors* | Piers Paul Reis | Non-fiction Book | | *Much Ado About Nothing* | Shakespeare | Full-length play | | “The Road Not Taken” | Robert Frost | Poem | | “Lather and Nothing Else” | Hermando Tellez | Short story | | “The Street of Canon” | Josephina Niggli | Short story | | From “My Left Foot” | Christy Brown | Essay | | “Gentlemen, Your Verdict” | Michael Bruce | Short story | | “The Firing Squad” | Colin McDougall | Short story | | “The Most Dangerous Game” | Richard Connell | Short story | | “The Sniper” | Liam O’Flaherty | Short story | | “Lest We Forget our Capacity to Kill | Stephen Hume | Essay | | “Dulce et Decorum Est” | Wilfred Owen | Poem | | “Select Samaritan” | Robert Frost | Poem | | “Five Ways to Kill a Man” | Edwin Brock | Poem | | “High Flight” | Pilot Officer Gillespie Magee | Poem | | “Boys at War” | Michael Williamson | Essay | | “This Excellent Machine” | John Lehmann | Poem | | “Puzzle of War” | Sue Mansfield and Mary Bowen Hall | Essay | | *The Great Escape* | Starring Steve McQueen | Movie study—(also a non-fiction novel) | | “Plaint of the Unknown Soldier” | Antonine Maillet | Poem | | “Universal Soldier” | Buffy Sainte-Marie | Poem/song | | Various hockey poem | Steven Scriver | Poems | | “The Adventurous Life of John Goddard” | John Goddard | Essay | | “Superman’s Song | Crash Test Dummies | Poem/song | | “Casey at the Bat” | Ernest Thayer | Poem | | “Paddle to the Amazon” | Don Starkell | Essay | | “Peak Experience” | Ian Brown | Essay | | “Close Encounters with Gorillas” | Farley Mowat | Essay | | “Hockey Sweater” | Roch Carriere | Short story | | “Goalie” | Rudy Thauberger | Essay | | “My Career with the Maple Leafs” | Brian Fawcett | Short story | | “Fast Break” | Edward Hirsch | Poem | | “Ex-basketball player” | John Updike | Poem | | Nobody loses all the time | e.e. cummings | Poem | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | **The Mysteries of Life (The Joys of Mind, Body, and Spirit; Mysteries of the Human Brain and Imagination; Mysteries of this World and Beyond; The Fantastic)**  In explorations that engage our mind, body, and spirit, we find joy and fulfillment. Life is filled with **mysteries from the extraordinary to the common**. The **human brain**, for example, is a fascinating yet mysterious subject. Its endless capabilities, such as storing memories and imagining possibilities within and beyond this world, continue to amaze and confound us. We wonder how memory shapes us, and we speculate on the **role of destiny in our lives**. Our **memories are significant** to who we become. For centuries, humans have searched for answers to life’s mysteries; even now, as we explore and ponder these mysteries, we discover and **encounter different ways of knowing (natural, traditional, scientific, aesthetic, religious, mystical) or explaining those mysteries**. **We seek answers from nature, environment, science, faith, traditions**, etc. On our quest for answers, we journey into **worlds unknown: worlds within, worlds beyond, and worlds remembered.**  ***Possible Literature to be used to meet Outcomes and Indicators:***   |  |  |  | | --- | --- | --- | | **Title** | **Author** | **Genre** | | *Fahrenheit 451* | Bradbury | Novel | | *The Hobbit* | Tolkein | Novel | | *Ender’s Game* | Olson Scott Card | Novel | | *Midsummer Night’s Dream* | Shakespeare | Full-length play | | “Dracula’s Guest” | Bram Stoker | Short story | | *Dracula* | Adapted from Stoker | Play | | “Tell Tale Heart” | Edgar Allan Poe | Short story | | “The Raven” | Edgar Allan Poe | poem | | “The Legend of the Qu’Appelle” | Pauline Johnson | poem | | “The Veldt” | Ray Bradbury | Short story | | “The Lady of Shalott” | Alfred, Lord Tennyson | Poem | | “By The Waters of Babylon” | Stephen Vincent Benet | Short story | | *War of the Worlds* | Orson Welles | Radio play | | *Hound of the Baskervilles* | Arthur Conan Doyle | Graphic novel or novel | | *Who Killed Mr. Chippendale* | Mel Glenn | Mystery poem | | “The Open Window” | Saki | Short story | | “The Third Floor Flat” | Agatha Christie | Short story | | “The Monkey’s Paw” | W.W. Jacobs | Short story or play | | “The Feeling of Power” | Isaac Asimov | Short story | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| **ELA B 10** | **Equity and Ethics (Who and What is Right?; Empowerment; Degrees of Responsibility; Rights and Responsibilities; Justice and Fairness)**  Life presents us with many problems and **doing the right thing** is not always easy or obvious. We are **empowered** when we (and our ideas) are appreciated, when our wants and needs are listened to and addressed, when we clarify our goals and values, and when we take action to achieve our goals. Expected to **exercise rights and to address equity**, we must consider our **responsibilities to ourselves and to others**. It is in this consideration that our **ethics are sometimes questioned**, and we must **decide what is right, what is just, and what is fair**. **Justice and equality** have been and continue to be part of life, and we dedicate ourselves to their achievement.  ***Possible Literature to be used to meet Outcomes and Indicators:***   |  |  |  | | --- | --- | --- | | **Title** | **Author** | **Genre** | | *Macbeth* | Shakespeare | Full length play | | *Schindler’s List* | Speilberg | Movie study | | *Julius Caesar* | Shakespeare | Full-length play | | *The Boy in the Striped Pajamas* | John Boyne | Novel | | “A Kind of Murder” | Hugh Pentecost | Short story | | Excerpt from *Night* | Eli Wiesel | Non-fiction | | “So, What are you anyway?” | Laurence Hill | Short story | | “I have a Dream” | Martin Luther King, Jr. | Speech | | *Of Mice and Men* | Steinbeck | Novel | | Excerpt from *Million Dollar Baby* | Clint Eastwood | Movie/fiction excerpt | | “David” | Earle Birney | Poem | | “Latmier’s Mercy” | Ozzy Ozbourne | Poem/song | | “Half-Breed Girl” | Duncan Campbell Scott | Poem | | “Warren Pryor” | Alden Nowlan | Poem | | “After you, My Dear Alphonse” | Shirley Jackson | Short story | | “Indian Children Speak” | Juanita Bell | Poem | | “Darkness at Noon” | Harold Krents | Essay | | “Not Knowing, in Aztlan” | Tino Villanueva | Poem | | “Montgomery Boycott” | Coretta Scott King | Essay | | “Day Work” | James P. Comer | Essay | | “Chee’s Daughter” | Juanita Platero and Siyowin Miller | Short story | | “On the Rainy River” | Tim O’Brien | Short story | | Injustice poetry | Langston Hughes | poetry | | “The Colt” | Wallace Stegner | Short story | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | **The World Around and Within Us (Perspectives; Diversity of Being; The Natural and the Constructed Worlds; Individuals and Communities; Stewardship)**  We are all part of a **larger world community**. As such, we need to reflect on the **elements within our world – self, family, and community** as well as the **natural and constructed worlds**, and **our influence on these and on future generations**. By exploring **various perspectives** and our relationships with nature and constructed environments, we can examine **our roles (worshipper, exploiter, master, steward, student, etc.**). Through deeper understanding of ourselves, our constructed worlds, and nature, we **can become agents of change** who build a better world for today and for tomorrow.  ***Possible Literature to be used to meet Outcomes and Indicators:***   |  |  |  | | --- | --- | --- | | **Title** | **Author** | **Genre** | | *Miracle Worker* | William Gibson | Full-length play | | “Building Boom” | Charles Reznikoff | Poem | | “The Weapon” | Frederick Brown | Short story | | “Visit to a Small Planet” | Gore Vidal | Short play | | “All Watched Over By Machines of Loving Grace” | Richard Brautigan | Poem | | “David Meets Goliath at City Hall” | Andrew Hollerman | Essay | | “Hard Questions” | Margaret Tsuda | Poem | | “Searching for Summer” | Joan Aiken | Short story | | “A Letter to God | Gregorio Lopez Furentes | Short story | | “Splendid Solitude” | Kelly Toughill | Newspaper article | | \*\*good selections from Crossroads 10 |  |  | | “Two Kinds” | Amy Tan | Short story | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   ***Any ideas for a major resource for this unit?*** |

* **Major Resources:**
  + Nelson’s *Literacy* magazine
    - *What’s the Big Idea?*
    - Lighten *Up!*
  + *Upload Live Ink: What Makes the Media so Powerful?* (good for “World Around and Within Us”)
  + *Crossroads 10*
  + *Literature and Language 10*